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Arithmetic by Radio in Cleveland — Selling the Schools to the Public

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A WEEKLY FOR SCHOOL EXECUTIVES AND TEACHERS

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Educational Statistician, Boston Public Schools

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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
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Editorials

The Tragedy of Ignorance

IGNORANCE of American education is the chief education tragedy of the day. We see statements every week by men who pretend to speak with authority, and it is evident in every paragraph that they know no more of education today than William T. Harris knew about broadcasting.

It is pitiable to have men who once knew something about education expose their anaemic condition when it comes to being alive in education today.

A man who does not know the noble achievements in education in cities and counties of every section of the United States in the last three years should be assigned service in a museum of stuffed animals.

We have been keenly alive to the best thought and attainments in every section of this country every year for half a century, and we have learned more that is important about education in the last three years than ever before.

It was impossible to appreciate five years ago what Horace Mann did for American education.

Unexpected Eclipse Achievement

MODERN science is capricious as well as marvelous. During the total eclipse of the sun in Samoa there was a total eclipse of radio activity, and the wisest scientists, experts in dealing with the heavens "which declare the glory of God," and with the "firmament which showeth his handiwork," had no suspicion that the trackless path of the moon, a vast distance from the sun, could eliminate all information on the earth and in the air, especially when astronomical scientists were depending upon the mysterious waves as their only means of instantaneous reporting of what they were learning about something new in the heavens above and the earth beneath. Scientists will have occasion to cultivate the virtue of humility for some time to come.

Walt Whitman in Hall of Fame

FROM the first balloting for entrance to the Hall of Fame there has been more sentiment against the choice of Walt Whitman than against any other candidate, but at this election he received just enough votes to be accepted; 64 of the 106 electors voted for him.

James A. McNeill Whistler, with 74 votes, was high man. James Monroe, fifth president of the United States, who has always had votes, was accepted this time. Matthew Fontaine Maury, the scientist, was also accepted.

There were 105 candidates, 101 of whom lacked the sixty-four votes necessary for a place in the Hall of Fame.

William Penn led the unsuccessful candidates. He lacked six votes, and he is sure to be a winner sometime. Cyrus H. McCormick was next to William Penn, and eleven more votes would have placed him first among the famous names on the New York University campus.

Of the 101 unsuccessful candidates there were 66 who received fewer than ten votes. Among these were William McKinley and Jefferson Davis, Francis Scott Key and Paul Revere.

Sixteen of the 105 candidates received no vote of the 106 electors. Martha Washington and the other women candidates were all below the ten votes.

Robert Underwood Johnson, who has charge of the voters and the votes, made an attractive statement of those who failed.

Here is the latest estimate of cause and effect. "One hundred thousand young people go to New York annually to study, because life in New York City is a liberal education. Nowhere else are the creations of human genius gathered in such profusion, or placed at the disposal of citizens with such prodigal liberality."

Group Insurance

IT SEEMS to be adequately demonstrated that group insurance is scientifically and financially reliable. If so, it is the noblest creation for school people that has ever been suggested so far as we know.

Insurance experts, who should understand the situation financially, endorse the plan as every way feasible. That is the only question that needs consideration.

With its safety established every one engaged in public school work in any capacity is at once relieved of the financial anxiety which has faced so many teachers in the past. Group insurance takes care of sickness and accidents, and is genuine insurance for the family and for dependents at death.

We have been intensely interested in group insurance since the National Education Association adopted its protection for its office force. This interest has been intensified by the experience of an acquaintance, an industrial workman in a large factory that carried group insurance. At his death the only money that was immediately available for his widow was the $1,000 of group insurance which was received within ten days of his death.

Tobin by 250,000

WE HAVE never known as satisfactory a result in an election in education as the majority of a quarter of a million votes given Edward J. Tobin of Cook County, Illinois, after a strictly progressive professional service of twenty years.

Dr. Ranger's Quarter Centennial

DR. WALTER E. RANGER, State Commissioner of Education of Rhode Island, has the official professional record of the New World.

His professional record in Maine led to his election as state superintendent of Vermont.

Recognition of high efficiency in leadership in education in Vermont gave him the distinction of being the first state superintendent in the country to be elected state superintendent of another state.

He is now the only state superintendent to serve as an adopted state superintendent for a quarter of a century.

All of this is a matter of mathematics; beyond this it is a matter of opinion; but having known every New England state superintendent intimately for more than sixty years, and every other state superintendent somewhat intimately for a quarter of a century, we hazard the risk of saying that no other superintendent has served for a quarter of a century with as little cause for anxiety as to results as has Dr. Walter E. Ranger of Rhode Island.

His remarkable experience, his high personal character, and his professional vision were recognized locally and nationally on October 30, 1930.

Will Irwin and Ray Lyman Wilbur were classmates at Stanford University in 1895.

The Assurances of Scientists

SCIENTISTS have a delightful time in announcing things that astonish other people. For instance, they confidently announce that the earth is two billion years old.

They know this because it has required three billion years for lead to become radium.

The first billion years there was no earth on the globe, so it must have been two billion years since the earth took its place on the globe!

Appreciation of Florence Hale

THE Maine States Association, with guests from other New England States, enthusiastically proposed the name of Florence M. Hale for "appreciation" of the National Education Association at the Los Angeles meeting of 1931.

There was nothing perfunctory in this action, for Maine, professionally and civically, in every city and county, is proudly devoted to the woman who is admired personally and professionally by every range of teachers and educators of every section and state in the Union.

For several years there has been a persistent demand that Miss Hale allow her name to be presented as a candidate. She has as insistently refused to be a candidate. Now, apparently, the honor will come to her as an appreciation without ever being a candidate.

It is as fatal for the mind to leave the trail as for a train to leave the rail.

Esperanto

THE promoters of Esperanto recently held their twenty-third annual congress in Boston, and they have now published as a booklet "Tricent Jaroj da Historio Bostona," the story of Boston for three hundred years in Esperanto.

There are academic courses in Esperanto now given at Boston University for scholastic credit. There are also credit courses in Esperanto given by the Massachusetts State University Extension.

Dr. John M. Thomas

THE president of Rutgers College to accept the presidency of a life insurance company has had an interesting professional career in Vermont, Pennsylvania, and New Jersey.

It would be impossible to adequately estimate his service to New England as president of Middlebury College (Congregational), Vermont, civically, educationally and religiously.

As president of Pennsylvania State College he was a dynamic force, broadcasting a noble civic, agricultural and industrial message from the college to the people of the state.

At Rutgers College his leadership has heightened the spirit of education, public and scholastic. We have known nothing parallel to this business opportunity which comes to a man with such an academic record in three states as Dr. John M. Thomas carries to his new responsibility.

James E. Russell

ONE of the most interesting and important addresses to which I have listened in many a day was that of Dr. James E. Russell at the fortieth birthday celebration of the State Teachers College at Greeley October 10, 1930.

It was a fascinating account of Dr. Russell's impressions of Colorado thirty-five years ago. It was a classic.

Dr. Russell went to Denver in 1895 for attendance upon the meeting of the National Education Association. He remained as a member of the faculty of the Colorado State University at Boulder.

That was before he was burdened with professional responsibilities, and he saw at Colorado Springs Presidents Parker and Snyder, Superintendents Gove, Van Sickle and Smiley as they were.

Incidentally Dr. Russell never had the personal charm as dean of a great and famous professional institution that he has since he has divested himself of ambition for fame and fortune for other people and has enjoyed the globe as a playground in the service of an organization that has millions to devote to the promotion of civilization. Now he is back on his 250-acre New Jersey ranch and has a world-famous herd of pure breed Guernseys that he thins out occasionally via the auction block. When he sees these animals bid off at a two-thousand-dollar pace it makes him feel literally, mentally and physically, sportively genial.

It was worth a trip to Denver to enjoy the comradeship of the James E. Russell of 1930 as he thought and talked of Colorado in 1895.

The National Scholastic Press Association will magnify concrete help for school publications at the meeting in Cleveland, December 4, 5, and 6. Arrangements are being made by the officers of the Association to give Cleveland a great program, and by Cleveland to give its guests royal entertainment.

Akron McGuffey Society

AKRON, Ohio, deserves high praise for the creation, June 20, 1929, of the Akron McGuffey Society. The Akron News of September 26, 1930, issues a highly illustrated and brilliant biographical account of the noble service that William Holmes McGuffey and his brother, Alexander Hamilton McGuffey, rendered the cause of public education in the pioneer country beyond the Alleghanies when Horace Mann was attaining fame in Massachusetts.

The "McGuffey Readers" were among the greatest school book creations of Horace Mann's day, and Akron educators deserve high praise for the creation of the "Akron McGuffey Society."

How much of the alarming wheat surplus is raised on the 2,705,210 acres created by government irrigation?

Belding's Page

American Education Week

BY THE institution of National Education Week, Armistice Day has been removed from the clouds of war and enveloped in an atmosphere of peaceful enlightenment.

To stamp out the smouldering fires of war is surely one of the most important tasks of education. Only an imperfectly educated world—a semi-barbarous civilization—employs force of arms to settle disputes.

Education Week began as a project of the Federal Office of Education. But that office was not equipped to handle it unaided. So the National Education Association and the American Legion were invited to help out—and have done so with great enthusiasm and effectiveness. Indeed the whole affair has become a splendid example of co-operation, with scores of organizations taking part in it.

To acquaint the public with the activities, ideals, achievements and needs of the schools is the announced purpose of Education Week. It is a time to advertise what the schools do and hope to do. It is a time to strengthen the faith of America in education. It should not be a mere preliminary to passing the bat or demanding more money for the schools. Most communities are already firmly convinced that the schools are their most profitable investment. To rub this fact in, may be to create misgivings or resistance.

Steady improvement, continual checking of results, businesslike handling of financial matters, and keeping the public reliably informed, not only one week but every week, will be the procedure best calculated to win an increasing measure of popular approval and support.

Don't Hold Off Buying

THERE is a time to save and a time to spend. Both these operations should go on concurrently at all times. But the emphasis needs to be shifted as occasion requires. And the bell has struck for spending.

It is a strange phenomenon that savings institutions report increased deposits in a period of business depression like the present. The people who are out of work are surely not the ones who add to their savings. Rather must the increase come from those whose incomes have been but little affected by the hard times. These people have been brought to a realization that jobs are precarious. They deem it wise to be prepared with money in the bank in case anything happens to their incomes.

To some extent this reaction is both natural and proper.

But it extends to a multitude of people who have suffered no impairment of income, and are not likely to suffer any. Millions of Americans are holding back from purchasing needful goods and services, simply because they "feel poor."

Employees of the public schools have been as little harmed by the depression as any group in the country. It would be a big help in restoring business activity if teachers and all others who have escaped the serious hardships endured by many in recent months would spend their money as freely as they have been accustomed to do.

Public authorities are aware that construction programs can assist the return of prosperity, in addition to relieving distress instantly for building workers and their families.

If schools are to be built, now is a good time to build them.

It is no time to spend recklessly, nor are many people in a mood to do this. But judicious spending, by those who are in position to spend, can lift the business clouds quicker than anything else.

Winged Minerva

THE airplane has been drafted into instructional service by the School of Education of New York University. By chartering a plane four days a week, the school is able to deliver certain members of its faculty at points otherwise inconveniently reached, for the inspiring of teacher groups.

These enterprising teachers of teachers are scattered among different communities, remaining over one night, and being picked up the next morning and transported back to New York in time to greet their classes.

It is more than a publicity stunt. It is one more evidence of the readiness of educators to grasp every device within reach that may be turned to educational uses. True educators have always done this. Education itself has apparently passed beyond its worst period of comparative stagnation and wholesale contentment in the use of outworn devices, and has emerged into a new day in which it recognizes and grasps the abundant resources to be found everywhere in modern living.

Anson W. Belding

Associate Editor.

Arithmetic by Radio in Cleveland

By R. G. JONES, Superintendent

In a carefully conducted experiment pupils of certain schools in Cleveland are tuning in on arithmetic. Good results have already been noted. The greatest advantage, in the view of the superintendent, is that the very best instruction can be shared by every classroom.

TWENTY-SEVEN HUNDRED school children in Cleveland, Ohio, learned their arithmetic from the loud speaker instead of their classroom teacher during 1929-30. They added, subtracted, and multiplied by radio as arithmetic lessons were broadcast from WHK, a local broadcasting station. The lessons, presented twice a week, were prepared and broadcast by Ida M. Baker, an outstanding mathematics teacher of Cleveland, who also seems to possess that intangible radio personality that is necessary to successful broadcasting.

Arithmetic was chosen as the subject for radio presentation in Cleveland because it is a definite subject and one that can be measured accurately. Experimental lessons were conducted in one building for two semesters over a public address system before they were broadcast to the entire city. A committee of Cleveland teachers worked with Miss Baker, the radio teacher, to plan the lessons to comply with course of study requirements and with pupils' learning ability. The public address experiment was observed in planning the radio presentation. As the radio program progresses the committee makes constant revision of the material, following suggestions from teachers and pupils as to methods and contents.

Pupils listening in are supplied with lesson sheets which they have on their desks during the broadcasting period. When the radio teacher asks the listeners to add the figures in row "B," the pupils refer to the sheet. All the problems are on the sheet, the radio teacher's instructions concern the printed sheet.

Starting with the 2B grade last October, the Cleveland radio-arithmetic plan was expanded in February, through the 3A grade. At first the lessons were confined to addition, later they included subtraction and multiplication.

The child participates as well as listens in the Cleveland radio program. With the printed lesson on his desk, the child can study combinations to be carried out, can drill on his difficulties, and can consider problems to be solved. Spaces for writing dictated exercises are arranged in rows on the lesson sheet. In the twenty-minute period the broadcaster gives directions; the child studies number factors, or works examples, or solves problems. He always corrects his own paper as the answers are called out over the radio. At the end of the period he knows where his disabilities are. Drill sheets furnish drill on the learning material presented in the radio lessons.

Problems concern the child's activities. They are constructed to appeal to his interests in order to obtain the maximum of effort and attention. Cost of a trip to the zoo, plants for the school garden, or a new hat for Mary are typical subjects for 3A problems. They utilize and suggest activities that build up habits of reasoning. They provide remedial drill. They measure achievement at regular intervals. They give specific drills on points the child finds difficult, give combinations the proper amount of repetition, and build up habits and abilities according to the best known laws of learning.

Laboratory classes in different parts of the city are used for experimental purposes to determine the time needed for each exercise, the clearness of direction, and the length of the lesson. For example, it takes the average second-grade child forty seconds to write his name, ten seconds to write thirty-eight cents with $—, five seconds to write the number 14. In the actual broadcast the stop watch is used throughout.

Many students of the plan have asked if, when the novelty of radio presentation wears off, the children are not bored with the method. One person studying the effects of radio teaching in Cleveland reported that in the elementary school where the first method started with a public address system two years ago, the children are more alert when the lessons are in progress now than they were when they started. Miss Baker, the radio teacher, says this is due to the fact that the lessons are presented in such a way that the instrument is not stressed. The material is made interesting enough for them to forget the novelty of the radio.

The advantage of radio as a teaching medium lies in the opportunities of selecting a master teacher for the work—of letting all children have the privilege of the best. The loud speaker, however, has not usurped the classroom teacher. She checks constantly to see that every child is getting the work, that no one is neglected in the mass presentation. She is present to answer questions, to suggest easier ways for the children to listen,

and to prepare them adequately for the broadcasting period. Cleveland teachers have been very helpful in criticising radio lessons so that they may be improved for the next presentation.

Schools that possess receiving sets are the only buildings, of course, where the pupils are taught arithmetic by radio. The majority of the sets in Cleveland have been presented by parent-teacher associations. In a few cases the building holds an entertainment or some other money-raising affair in order to obtain a radio. With radio lessons already established no new schools are being allowed to partake of the lessons. This rule has been made in order that the radio experiment can be more controlled. That is, the same children must have radio lessons for an equal length of time in order for their problem-solving ability to be measured with children who have taken their lesson in the traditional manner.

At the end of the 1929-30 season Miss Baker sent questionnaires to the teachers whose classes had had radio instruction, asking them to give criticisms of the lessons. Thirty-nine out of a total of fifty-two who received the requests gave their reactions. The thirty-nine replies were unanimous in favoring the lessons, the most frequent advantage mentioned was the interest in arithmetic stimulated in the pupil and the power of concentration he is developing. The most frequent disadvantage mentioned was the inelasticity of the lessons. It was the consensus of opinion that the bright pupil needed a few more difficulties to master, and that the slow child should be allowed to take more time. These suggestions are being considered in planning next year's work.

One teacher said: "I haven't had one failure in arithmetic since radio work began. Some pupils were a little slower than the others, but were not complete failures."

Another wrote: "My classes anxiously wait for their 'radio morning.' Parents are also interested, many of them listening in."

"Radio has developed judgment and independence in finding one's individual weakness, and has encouraged a desire to correct them," is the opinion of another teacher.

Selling the School to the Public

By JAMES NEWELL EMERY

Principal, Pawtucket, R. I.

Mr. Emery's semi-facetious article, "Do Principals Work?" (which appeared in our issue of April 14), created much discussion. Upon second thought, the writer still sees no way of excusing the principal from the details of his work as contact man between the school and the public.

SOME months ago under the caption, "Do Principals Work?" the Journal of Education published an article by the writer, which dealt with the side of the school principal's duties which involved his contacts with the public, and some of the demands, some reasonable, some utterly unreasonable, made upon his time by the public which the school serves.

Various comments and reprints of the article have been made by educational journals. It forms the subject of a lengthy editorial by a serious-minded writer in the Virginia Journal of Education, who seems to have missed the point altogether as to the reasons for which the article was written, and, apparently, published.

To quote the Virginia editorial: "Out of the fifty items mentioned in the article, not one of them is mentioned in the list of functions of a principal as reported in the more recent research studies made to determine the proper and major functions of this important school official, and very few of them have even any direct relationship to the major functions set up in these studies, which are:—

Supervision of instruction.....	40%
Administration	30%
Clerical work.....	10%
Teaching	0%
Miscellaneous	20%

"We believe that there are a great number of principals in Virginia who would not be proud of such a day's work, but rather would go home in the evening feeling a sense of shame and disgust at such a day's accomplishment. We do not mean to say that all the items mentioned above would or should not find their way to the school in the course of a day, but many of them could be disposed of by teachers, clerk, janitor, and other workers around the building and not be necessarily referred to the principal, whose main duties should be concerned with aspects of instruction, curricula-making and adjustments, and policies of administration and educational guidance. To do these things wisely and well he must be free from petty interruptions and have long periods of time in

which to give undisturbed attention and sustained effort to the larger aspects of education, if the school is to get the best service from such a school official."

There is now and then a principal who finds it possible to sit secluded and inaccessible in his sanctum like an oracle, giving an audience at intervals only to the favored few. He may, and does, possibly, leave the problems of administration which come up to be disposed of by "teachers, clerk, janitor and other workers around the building." Undoubtedly he finds it possible to be free from petty interruptions and have long periods of time to give undisturbed attention to the "larger aspects of education." But it leaves the experienced principal or school head wondering just what in the concrete are these "larger aspects of education"?

No principal worthy of the name or position neglects a careful and detailed supervision of the instruction given by his teachers. The principal who neglects that primary function of his position is either a misfit or an incompetent in the job. But unfortunately the principal who is head of a school which numbers in its enrollment from 1,000 to 1,500 pupils, especially if afforded either a minimum of clerical help, or frequently none at all, rarely finds very much time, after his building opens its doors in the morning, to give undisturbed attention to these "larger aspects" which sound so well in the abstract.

The principal is primarily responsible for whatever happens in the building. The principal's office is the natural point of contact for the parent or any outside person having business relations of any sort with the school. He is the contact man, above all persons, with parents and the outside world. The visitor of any sort to the school obtains his impression first of all of the school from the principal's office. And the writer speaks from some twenty years' practical school administration from the various angles of principal, superintendent of schools and school committee member, not to mention that of a parent himself.

Every contact with the school means the making of a potential friend and more or less warm supporter of the school, or a hostile critic, capable of doing greater or less harm, according as his understanding or misunderstanding of things as brought about by his visit. One of the prime requisites for a principal is a high degree of diplomacy, tact and sympathy.

If all teachers—and janitors—were tactful, reasonable, conscientious, and of uniform methods of thinking, so that all cases could be treated with something like consistent uniformity, complaints could be referred directly to them—and there would be no need for a principal at all. But human nature is what it is.

The one concrete thing which seems according to the Virginian editorial a major function of the school principal is curricula-making. In the city in which the writer serves, the curriculum and outlines of study are no one-man item. The course is constantly in the making by groups of principals, teachers and supervisors, numbering several hundred in the aggregate, with ideas and suggestions constantly tried out, weighed and tested in the crucible of the classroom and the conference-table, and finally embodied in detailed outlines. The principal who spends his day as outlined in "Do Principals Work?" finds—somehow—ample time to give to this feature. But theory, curriculum-making and research are by no means all the practical duties of a school head.

The principal may ignore, or leave altogether to subordinates such items as:—

The temperature of the building; its cleanliness, minor damages and physical condition; the spread of epidemics or contagious diseases; differences and misunderstandings between the school nurse, medical inspector or dentist on the one hand and parents on the other; theft in his building, whether it be petty or on a larger scale; brutality and bullying on the playground, the basements or on the way home; vulgarity or obscenity about the building; contact with salesmen and agents, where policies are in question; differences between parents and teachers over progress of pupils, ranking or quality of work done; methods of discipline, especially where the teacher is charged with poor judgment, ill-temper, or unfairness.

If he does neglect these matters, in the course of time, when sufficient criticism of his action or lack of action reaches the powers that be, he will be in for some sharp attention from headquarters—and deservedly so. For after all, there is a practical side to running a school system.

The principal should know how to meet the public decently, and do it. He may be obliged to meet complaints on what are apparently trivial matters—but they are rarely trivial to the aggrieved parent. He must make full use of his own broad vision to adjust and smooth over matters so that the parent may go out mollified and understanding the situation, if not completely convinced.

It has been the writer's policy, in more than twenty years of school administration, to see every parent or other complainant, so far as humanly possible; in order to adjust matters, wherever they can be adjusted, without yielding on essentials, or to be firm, where principle is involved, without being overbearing or disagreeable. Barely one per cent. of the thousands of cases which pass through his office go further on to higher authority. If there is any more important function of the school principal than being a goodwill ambassador to the public, it is hard to find it. If half a dozen misunderstandings have

been cleared up so that the aggrieved party goes out a friend and supporter of the school, instead of a hostile critic and faultfinder, then the principal may well go home satisfied with his day's work, instead of "feeling a sense of shame and disgust at such a day's accomplishment."

The research which depends upon this summarizing of questionnaires may be a most desirable thing. But the personal contact with parents and pupils is one of the functions of a school principal which cannot be ignored, treated with tolerance or contempt, or assigned to "other people connected with the school." Some of them may be assigned to a sympathetic and trained dean where such an assistant is available. But not all of us have deans furnished by the school authorities. And, after all, the school exists for the children and their parents, not for research workers or specialists in educational guidance.

Some of the items listed in the summary of a day's work by a principal may not have their significance to an outsider, or one not in actual contact with school work. Unfortunately, they are not considered worthy of attention in some of the courses in educational administration or pedagogy which the writer has attended. Yet they do present real and vital problems to those concerned.

"Teacher on recess duty brings in Michael Carrigan, who has been caught smoking cigarettes behind the building, surrounded by an admiring crowd." Yet this afforded an opportunity for a heart-to-heart talk with Michael, who found out in some measure what smoking at his age would do to him and his pitching arm, with the concrete result that Michael cut out smoking, for a time, at least, and a small store of questionable reputation, which had been selling cigarettes to minors in open defiance of law, dropped that line of business.

"Teacher brings in a child from Number 5, suspecting that she is coming out with either scarlet fever or measles, or some sort of rash." Investigation and a hurried visit by the school nurse resulted in isolating several cases of contagion, and preventing the spread of a serious epidemic.

Certain complaints about the temperature resulted in an adjustment of the amount of steam pressure used, checking of a radical waste of fuel in the boiler room, and an amicable adjustment of a long continued controversy between the engineer and the room teachers relative to the shutting off of radiators, opening of windows and other features of temperature control.

Investigation of complaints about "crooking" valve caps from the bicycles in the basement resulted in finding the guilty party, putting a stop to a series of petty thefts in the building, and the partial reformation at least of two light-fingered patients who had been responsible for a number of annoyances.

"Receives indignant note from parent that the school dentist won't pull child's aching tooth. Why shouldn't Mrs. Smith have the same service that other families are getting?" This particular instance resulted in the clearing up of a substantial amount of friction and misunderstanding regarding the work of the dental clinic that had been harming the efficiency of the clinic over a long period, and had come near alienating a substantial volume of support and co-operation on the part of certain parents.

The assignment of new pupils and their distribution among rooms to prevent overcrowding, or to the teacher or group where they are apparently best fitted is certainly a function of the principal, or at least that of a first assistant or dean of high discernment and judgment. In the absence of a dean, disciplinary adjustments are most certainly an important function of the principal. "Miss Marks reports that Edward Burke has torn up his report card in front of the class, and will not take it home, also that Edward has played truant six successive afternoons." If the teacher who has shot her bolt in a case of this kind, and is unable to get results, is not to have the benefit of the principal's advice and authority, then of what use are principals? Yet the adjustment of a case of this sort is not to be one of the "proper and major functions of this important school official."

"The motorman from the trolley car comes in to complain that boys who attend this school climb on behind his car and pull off the trolley." A neighbor comes in to complain because her child has been sent home for having too much livestock in her hair, indignantly complaining about the school nurse. A teacher reports that money and articles have been stolen from her desk. A parent who doesn't believe in vaccination calls to air his views. In every one of these cases, suppose that the principal brusquely refuses to see the complainant, or discuss the matter, in order that he may "have long periods of time in which to give undisturbed attention and sustained effort to the larger aspects of education." Not only four, but many more complaints would be made, and rightly, to the office of the superintendent or school committee that no consideration is given in that school to anybody's rights.

There are serious-minded educators who believe that these things are unworthy the attention of a learned school executive. Yet twenty years of contact with the public from behind an administrator's desk leads the writer to believe with increasing intensity that there are few complaints too trivial to investigate and do justice to all concerned; that there are things in life of more paramount importance than questionnaires and intelligence quotients; that every contact has far-reaching possibilities for good or for harm; that a principal must be a human being, of discernment,

vision, sympathy and fairness; and that above all, the schools exist for the pupils and the parents, not for the executive and the school department itself. The great educators have been men and women of intensely human sympathies, just as the greatest Man Who lived found nothing too trivial for His attention where a human soul was concerned.

What I Saw and Heard

By GARRY CLEVELAND MYERS
Western Reserve University, Cleveland

THE editor of the Journal of Education has spent a rich life celebrating the successes of school teachers, supervisors and administrators. His digestion always must be good and his liver healthy.

Some of us with less experience have been disposed at times to be critical and to knock a good deal. Here's one time when I'm on the band wagon. Hip, hurrah!

I'm shouting now for what I saw and heard a few weeks ago in Carbon County, Pennsylvania. Before the days of Paris green and arsenate of lead, I picked and crushed several potato bugs in that old state (Franklin County). Automobiles, airships and radios have nothing on the modern war against potato bugs.

But it is not for that I cheer, but for eight superintendents of schools of Carbon County who every Saturday morning, long before daybreak, step on their starters and motor a hundred twenty miles to school, working at New York University for their doctorates.

Think of what it means to the teachers working with these superintendents. All are pupils together, all in a learning attitude. Over this country in many places parents also are attending school. Soon all of us who can walk and talk and think just a little will be students without ceasing.

Blessed are the homes where the whole family and the children's teachers are together eager learners, all going to school.

Well, it takes these young men no longer to motor to school than it took some of us to walk to school when we were kids.

With the splendid roads, good automobiles and cheap bus and railroad transportation to practically every college and university, the opportunities for school men and women to improve their education seem to have no bounds. In the not distant future there will be extensive airship travel by large groups of teachers and school officials from almost every town and city going to school.

How times have changed! Fifteen years ago, when I taught in New York City, my doctor's degree was a liability, and I had a hard time to protect myself against the stigmata it seemed to attach to me. Public school people hampered by such a title were looked down on by the wiser and more practical school people. It is a liability yet in some places. But in many others now it is enjoying fair respectability, and in a few is at a premium. The chances are that fifty years from now few big superintendency plums will be plucked by men who had not been "doctored" or pretty highly "medicated" in graduate work.

There is a danger, indeed, that all too much importance will be given to degrees at the cost of a great deal of genius which is not inclined to go through the drudgery the winning entails, but which prefers to engage in other types of learning.

I admire those who are willing to pay the price of earning a degree so long as they maintain a reasonable regard for their equals and superiors intellectually who are not degreed. It takes some persons a year or two to get over their Ph.D. honeymoon. The way to please them is always to call them "doctor." After several years they will be willing to be gentlemen and satisfied and pleased to be addressed as such.

Very able people don't need a degree, but to us weaker brothers the handle sometimes gives a lift. Apparently it takes a deal more real stuff to become eminent without one than with one. The more honor to the degreeless winners! So much to comfort the boys and girls non-doctored, suffering from an inferiority complex. If the non-doctored who have made good only knew how scared the doctors are of them some of them would just swell up and "bust."

But back to my band-wagon. It was at a county institute. At each session a large school orchestra from some little town supplied the music, which was good. (Several of us oldsters operated the wind instruments between times.) There were no fees for an arm-waving chorister. What a motive was afforded the scores of pupils for developing their music. They needed no home hounding to practice. Most of them could not be kept away from rehearsals. One of the finest developments in our public schools has been that stimulated through the school band and orchestra. I'm for more of them; so are you!

Next time you county superintendents plan an institute don't overlook your school orchestras. Of course, I'm not for edging the singing leader out of a job; he has awakened many a sleepy audience, preparing them for later, happy dreams.

What Constitutes a Good Teacher?

By M. G. CLARK

Superintendent, Sioux City, Iowa

A GOOD teacher must be supremely interested in her vocation, as a good lawyer, a good doctor, a good merchant, is interested in his vocation. A good teacher must be proud of her vocation as a good lawyer, a good doctor, a good merchant, is proud of his vocation. A good teacher wants her associates to know that she is a teacher by choice of profession—that she has chosen this profession because she believes in it and delights to serve the children of her assignment.

A good teacher, however, in her conversation is not *teachery*. She does not bring into the social group the atmosphere of the schoolroom. She *leaves her teaching* in the schoolroom, but she carries the *pride of her service* wherever she goes.

A good teacher is not a complainer. She lives in the joys of her work and not in its drudgeries. There is *drudgery in all work* that is worth while, and there is *joy in all work* that is worth while.

A good teacher never bears tales or repeats scandals. In her school she comes in contact with all classes of society, but her mental attitude is a *sieve that sorts out the gold of life* and lets *the tales and the scandals drop through.*

A good teacher is not jealous of her fellows. She delights and rejoices in the promotions that come to her mates and never tears down that which a fellow has built up.

The good teacher searches for those great and rare opportunities which belong alone to her. No other profession enters into so close a relation with the city and state of tomorrow as does the teacher in her classroom of today. Every nation seeks to perpetuate itself through its schools. The teachers become the servants of the state for the purpose of teaching and perpetuating fundamental national ideals. An examination of the school systems of nations reveals to us the ideals of the nation through the teaching of the schools. America believes in democracy. Democracy means an intelligent people interested in all affairs that affect its well-being.

The good teacher is in touch with the world's work. The daily papers, the national magazines, the radio, the "movie," are all textbooks from which she gains that larger content of knowledge that vitalizes her daily teaching. Her home room is a laboratory of world interests. To this laboratory she and her children make constant daily contributions. The room that does not find time during the week for a "*world conference*" is missing the real spirit of school democracy. It is through this sort of study that the ideals of American government, of American homes, of the economic welfare of the American people, are inculcated, applied and understood.

A Trip Through Egypt

By L. H. PUTNEY*

(*Part Six*)

At Memphis, the first capital of Egypt after the crown of Lower Egypt was united with that of Upper Egypt, which is perhaps ten miles southwest of the Pyramids of Gizeh, there is little except huge mounds of sand to indicate that it was the site of a great city. However, two miles or so away you come to Sakkara, the "city of the dead," where there are plenty of interesting things to make up for this. Most prominent of all is the old "Step Pyramid" supposed to have been built by Zoher, a Pharaoh of the IIIrd Dynasty, but regarded by some as enough older to make it the oldest structure in the world. This pyramid is over 200 feet high and was built in six steps or tiers.

A far more interesting thing is the *Serapeum* or the "Necropolis of the Sacred Bulls." It seems that the local god of Memphis was *Ptah*, who was worshiped in the form of a bull. The underground catacombs comprising the Serapeum were constructed to house the remains of the temple bulls, and were in use from the XVIIIth Dynasty to the time of the conquest of Egypt by Alexander the Great. In all there are twenty-four mortuary

*Foreign Representative, Little, Brown & Co.

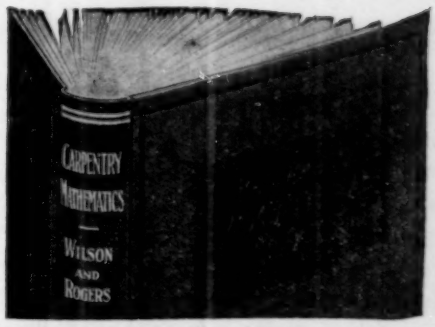
chambers or burial crypts, and in each of them there is an enormous sarcophagus. These sarcophagi measure nearly thirteen by eight feet, one of them weighs as much as sixty-five tons. No one who has groped his way through the gloomy passages of the Serapeum with the aid of a tiny candle will ever forget the impression made upon him, nor will he cease to wonder how such huge caskets were ever gotten down into the place.

In the Egyptian Museum there is a large room filled with the mummies of cats and crocodiles and jackals and others beasts which were sacred to one or another of the old gods. In a position of honor in this room is the skeleton of a sacred bull that was found in one of the sarcophagi here.

As I have already reminded you, it is in Upper Egypt that the real history of ancient Egypt was enacted. As would be expected, the ruins at Thebes outrank all others, for here was the capital during the glorious days of the empire, when the Pharaohs of the XVIIIth, XIXth, and XXth Dynasties strove to outdo one another in the extravagance of their temples. Thebes, the "city of the hundred gates," was really made up of three separate towns situated on both sides of the Nile in and around the present Luxor, which is about 450 miles south of Cairo. Four thousand years ago, just as today, the cultivated area on the eastern side of the river extended back toward the hills several miles, forming a most delightful setting for a city of such magnificent buildings as Thebes must have been. Nothing remains of the palaces of the Pharaohs, and of the residence of the great officials and nobility, for, no doubt, they were built of mud bricks, but the temples at Karnak alone cover some six hundred acres.

A visit to this enormous forest of columns, through which are scattered the remains of numerous courtyards and walls, is really a study of Egyptian chronology, for the building of the temples here was spread over five centuries, to say nothing of the additions that were made to them during the later dynasties and in the Ptolemaic period. Originally the south gateway, which stands just in front of the two huge pylons (their walls are forty-nine feet thick) that marked the main entrance to the Temple of Khonsu, the moon god, was connected with the temple enclosure at Luxor, over a mile away, by an avenue bordered with stone sphinxes, and shaded, no doubt, as today, with trees. This south gateway is still in almost perfect condition, its reliefs and hieroglyphics being easily discernible, and in places showing their original brilliant red and blue and yellow coloring. In the front of the pylons you can see the four long niches where were placed the staffs from which flew the banners of Thebes on festival days.

(To Be Continued)



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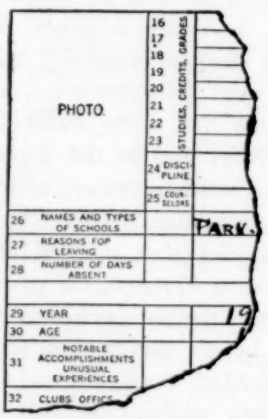

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Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS
IS CONDUCTED BY A SCHOOL EXECUTIVE.

389. Who should be discouraged from high school admission? (Mississippi.)

Anyone who is not going to profit by such admission. This answer gives rise, of course, to two other questions, such as: Shouldn't a high school meet the needs of every boy and girl of high school age, and if it doesn't where are you going to send them? This reasoning is based on the principle of modern education that the business of the schools is to meet the needs of every pupil. In fact, however, our economic and social conditions are such that the majority of our high schools are not equipped to meet the needs of many pupils. These are the ones who must be included in the answer to your question. The variety of high schools and the type of work is extending constantly to meet the needs of more and more pupils, and even with improper equipment with an elastic curriculum and teachers trained in and devoted to the principle of individual attention we might meet the needs of many more pupils than we do in the high schools that we have. The special class, the special program, and the helping teacher in the high school are all means of meeting individual needs. Sending students to neighboring high schools of special type which a smaller town may lack for want of money and numbers is another way to provide for problem pupils. After all ways of adapting the high school to pupils have been tried and found wanting, then other means of education, of growth should be sought, and the pupil turned toward them. Finding we have no means in the high school to meet the pupil's need is a conclusion to be arrived at carefully, and not the end of the story. As we discourage him from entering or staying in a high school we are obliged to use every effort possible to find some other avenue of growth, of work for him.

390. How can we teach faith in "law and order"? (Mass.)

From your question I take it you belong to the group that think it necessary to teach faith; faith in something, perhaps. But do we have to have faith in "law and order" when law and order change so constantly, when the law and order of today are so different from the law and order of tomorrow or yesterday? In the midst of the shaking law and order of today, law lightly enforced and order frequently ridiculed, I can quite sense your bewilderment in seeking for a focus to say nothing of a way to teach faith. To teach faith in the face of such conditions is difficult and so-called "law and order" a most difficult goal. I am wondering if we aren't lacking in teaching our boys and girls the true meaning of "law and order" as perhaps a temporary consensus of intellectual truth, or at least what it should be if we could train our people to think for themselves instead of feeling for others. Then we would build up a faith in themselves to see the truth clearer as they grew in knowledge, in power, and faith enough in the results of the same kind of thinking on the part of others that may have produced this so-called "law and order"; faith enough to analyze it carefully, and keep it at least for the sake of others until the pupil has come to a conclusion based on knowledge and reason rather than emotion flamed by prejudice and propaganda. The day of blind faith in anything established is past. We may as well face that. It may be a very good thing. Fairness and consideration for others may take its place. In which situation "law and order" representing the will of society holds sway, at least temporarily. It must. Under our present social conditions a desire to see straight the rights of others as well as our own interests with the power to act upon such reasoning is our great need. Under the pressure of rapid change and advancement such as we have today combined with powerful propaganda swaying the emotional prejudice of individuals and masses, teaching faith in the established order is a very uncertain proceeding, both from the viewpoint of wisdom or possible success.

391. Has all credence in the "transfer of learning" gone out? (Idaho.)

No. General transfer on a flat basis is greatly discredited, but transfer of learning on common elements, particularly items, similar associations, is considered possible. In other words transfer of learning in two situations is possible only in so far as the elements involved are common. This seems to be the popular belief among the majority of psychologists.

Temptations to Right Doing

By ARTHUR DEAN

Here's a glorious title. I wish it were mine. But it belongs to Mrs. Richard Cabot of Boston, and it appears on the outside of a book which she has written.

Unconsciously perhaps all of us believe that there are more temptations to do right than there are to do wrong. At least those of us who have been brought up wisely see it this way, and because of our bringing up see on every side so many things to do which are right that we have little or no interest in the things which are wrong.

Mrs. Cabot is a privileged person. She was privileged with a wonderful father, mother, home and environment. And yet there was nothing in her home or her parents or her environment which was not open to us and which isn't open to our children.

She tells us that her father was merry, loving, quick-witted and "had a strong faith in what girls could do." He was with his girls most of the time when he was free from his business occupations. He took them on walks, climbed hills, taught them rowing and how to saw a log. Not one of these qualities cost a penny nor was outside of the possibilities of any father.

"My temptations to right doing," to again quote, "were linked together by the greatest of all — religion. The gateway to religion was at the beginning *my mother* (italics mine)."

She was never punished because, as she says, "my parents' standards were always held steadily and lived up to by themselves and we children had no need to question their standards for us about industry, good work at school, truthfulness, generosity, because these characteristics were always in them."

Mrs. Cabot lived in a privileged community and environment. So do we all. For with her, as with us, there were "blue violets on high windy pastures . . . and lilies of the valley fragrantly buried in their green leaves under giant beech trees."

How many children are tempted with tools, with pets, with a garden, with hikes, with interesting books, with profitable programs over the radio, with good newspapers, with a magazine or two, with good friends, with a chance to get culture and training at school, with art, and last but not least, with religion?

Bless their little hearts, every one of them is or can be tempted with all of these things

The trouble is, folks, that we have inherited a lot of foolish notions about original sin and the devil being always behind us or in front of us urging us on. While, as a matter of fact, in these glorious days we are surrounded, children and all, with every temptation under the heavens to right thinking and right acting.

So let's yield to temptation.

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EQUIPMENT NEWS

Overhead Projector

A new aid in lantern slide projection is offered in the Overhead Projector, which has recently been placed on the market by the Bausch and Lomb Optical Company.

Instead of the image being thrown straight forward onto the screen, it is projected up and over the operator's head. The screen hangs at an angle, like a picture, and is placed back of and above the operator.

The lecturer can face his audience, either sitting or standing, and can operate his own machine, making the services of an assistant unnecessary.

In addition to the complete Overhead Projector Unit there is the Overhead Attachment, which may be used on several models of Bausch and Lomb Balopticons, the use of this attachment making a regular overhead equipment out of any of these models. Information in regard to this new attachment will gladly be given by the Bausch and Lomb Optical Company, Rochester, N. Y.

—

Map Improvements

A new idea in school wall maps has been announced by the George F. Cram Company, of Indianapolis.

By a special process the surface of a map is treated so that it can be marked on with ink, watercolor, crayon or chalk, and markings readily removed without injury to the map. The surface is not affected by atmospheric conditions, and will not crack or peel.

These maps are available in the regular political wall maps, and also in the Colored Outline Unlettered Wall Maps. By using colored outline maps, boundaries are distinctly brought out and land and water boundaries are clearly distinguished by colors.

Another new and important idea, developed and patented by the same company, is their Straight-Roll Map Holder, which eliminates frayed edges.

With this new type of mounting maps may be used in sets or as individual mounting, as each map is interchangeable from a map-set holder to a single holder, or vice versa.

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Dental Lectures

The Colgate-Palmolive-Peet Company maintains a unique service along the lines of dental education. They have at the present time seventeen dentists doing lecture work in elementary and junior high schools all over the country.

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A clean, compact, simple and portable duplicator, known as Multistamp, is available for schools, and in fact has many features which render it specially suited to educational uses. Multistamp is an ingenious device made of solid nickel silver, containing a patented felt ink pad over which a stencil is attached. There are no gears or working parts. To operate the machine it is only necessary to rock the Multistamp across the surface to be printed.

It comes in several sizes; prints either handwritten or typewritten stencils, and enables the teacher to furnish copies of test questions, lesson assignments and other material to every pupil.

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The Kewaunee Manufacturing Company, with factories at Kewaunee, Wisconsin, and Adrian, Michigan, announce that the new Kewaunee Book of Laboratory, Vocational and Home Economics Equipment is now ready. It is a cloth-bound book, size 8½x11", 450 pages, with over 500 illustrations, including floor plans, mechanical ventilation illustrations, and technologic information, together with general specifications for complete manufacture and installation of laboratory furniture, and a complete list of plumbing and electrical equipment.

The new Kewaunee Book of Library Furniture (8½x11", in colors) is now being distributed, including a very complete line of charging desks, library shelving, tables, reading stands, book racks and files, magazine racks, newspaper stands, and indeed, complete equipment for the modern library.

Many new designs are illustrated and described in these books, which will be sent, post-paid, to persons writing on official stationery to the Kewaunee Manufacturing Company, 1016 Lincoln Street, Kewaunee, Wisconsin.

—

Where to Get Films

The Victor Animatograph Company, of Davenport, Iowa, has printed for complimentary distribution a "Directory of Film Sources," which tells where to buy, rent or borrow motion pictures of 16mm. size.

The number and variety of sources and the diverse nature of subjects obtainable, as indicated in this pamphlet, would be astonishing to any one not already posted on these points.

The company manufactures the Victor 16mm. Cine Projector, described as "The Master Projector," and the Victor Cine Camera.

—

Children Like Radio Dramas

The school children of America do not like earnest but long-winded radio lectures. They prefer radio drama, especially historical sketches, according to a questionnaire sent out by the United States Office of Education. The questions were based on the 1929-1930 programs of the American School of the Air, a Columbia broadcasting feature.

These likes and dislikes will be heeded in this year's schedule of the American School of the Air. Twenty-six major events of American history have been turned into little dramas, and will be presented every Monday afternoon at 2.30 p. m., Eastern Standard Time, beginning October 20. Music appreciation periods for the primary and intermediate grades will be broadcast on alternate Tuesdays; on Thursdays a similar, but more advanced, period will be presented for the junior and senior high school pupils. Great care has been taken in the preparation of these programs, and three illustrated textbooks have been published to be used by the radio classes. Every Wednesday some literary work will be dramatized. On Fridays the first part of the period will be devoted to vocational guidance, and the second part to a discussion of current events.

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By JOSEPH B. EGAN, A. M.

Far Things

Does it ever come to you, when you look at a beautiful flower or a beautiful face, that you are looking both at the near things, the things of this earth, and the far things, the lovely spiritual things out of which flowers and faces grow?

If, the next time you see a lovely flower, you try to picture through it the far more lovely far thing that worked and toiled to bring it forth, I am sure the flower will mean something more to you than a clump of beautifully colored petals on a green stem.

How wonderfully these far things, living, toiling, thinking things unfold their ideas before our eyes. They cannot come to us as they really are, in the beauty God has given them—not to our human eyes at least, so they must come, dressed in delicate clay dresses, so we may see them and wonder at them, and so wonder at the spirit things they hide from us.

How gloriously have the fingers of this hidden far thing moulded the clay garment that it wears among us!

The beautiful poem printed below speaks to you of these near and far things. Can you catch the glory at which it hints? After reading it can you feel the far things all about you? Do they get between you and the things you love to look upon?

FAR THINGS

By Lizette Woodworth Reese

Two crops grow in a field
  Beneath the ripening sun:
And of the flesh one yield
  And of the spirit one.

The far things get between
  When you stoop down to reap:
Their harvest falls unseen
  Under the sickle's sweep.

You stack it long and sweet,
  Unknowing, with pant of breath:
And you, if this you eat,
  Shall never taste of death.

—From "White April and Other Poems." New York: Farrar and Rinehart.

Pitcher Plants

As I came along to school this morning I passed by the edge of a little swamp. The frost had touched the graceful stems of the ferns, and they had turned a rich, golden color. The frost had touched the strange leaves of the pitcher plants, also, and they had shriveled as though under a blast from a blazing furnace.

The leaves of the pitcher plant have always interested me, for nowhere in nature do we find such evidence of real effective thinking as we do in them. Other leaves are beautiful and useful, too, in strange ways, but the leaves of the pitcher plant are cunning and sly and full of treachery. They build themselves up to destroy, and they have woven into their structure one of the most ingenious methods of destruction known to man.

If I were to bring you a pitcher plant leaf some fine day in spring, carrying it very carefully in an upright position, you would be surprised to find it partly full of a clear liquid. The leaf has shaped itself so cunningly that it can hold enough water in its base to drown any of the larger insects. If you were to examine the pale green insides you would find the lip of the cup lined with slippery, black hairs. Let an ant or a beetle once start sliding down these stairs and nothing can stop it from plunging into the icy pool below.

Once in the pool the insect's fate is sealed, for the water contains a mild poison, and the walls of the cup are so slippery that not even an ant can escape that way.

But what is the meaning of all this ingenuity? What does the pitcher plant gain by trapping and drowning insects? Is there not enough richness in the wet soil in which the plant's roots thrive?

Apparently not. The pitcher plant craves other kinds of food, the bodies of once living creatures. Not having a stomach of its own it has made one out of water, and into this water it has injected juices that digest its prey exactly as the juices of our stomachs digest our food. What could be more clever than this invention of the pitcher plant! Do you need more proof of a planning, all-wise intellect working behind the veil of things?

The Spirits of the Two Seeds

Julien Tardo owned the farm next to the school. At recess he was leaning on the picket fence that divided the yard from his potato patch. "Mr. Tardo," cried Millicent Jones, "you can tell us instances where animals show kindnesses to animals. I am sure you can, because you know all about such things."

Julien Tardo scratched his head under his tattered straw hat. "Well, now, maybe I can," he said. (The following is a true story.) "Last summer my dog, Beauty, disappeared. I searched for her for three days, then gave her up for dead. I became convinced that some autoist had run over her and then had thrown her body in the brush. About the same time my other dog, Jimbo, began to act queerly. He would eat what I thought was a full meal, and then come crying and whining for more. He ate so much, in fact, that I became interested. One day I set out for him an unusually large platter of meat and bones, and then I watched him. To my surprise he took a bone that had a big chunk of meat on it, left the rest, and started off on the run. 'This is queer,' I said to myself. 'I guess I'll follow.'

"It was tough going, too, I tell you. Right down into the thickest part of the swamp under horsebriars that scratched my face and hands, and through muck that soaked my legs to the knees. At last I came to a little raised place where I go in the winter to hunt rabbits. I heard a joyful bark.

" 'Why, that's Beauty's bark,' I cried. 'What in the world is the meaning of all this?' As I spoke I broke through a tangle of grapevine, and there was Beauty with her hind leg caught in a vine tangle, eating away at the meat Jimbo had brought her. How those two dogs did laugh, really laugh, when I came up and freed Beauty's foot. How they jumped around me, barking both together, and expressing their joy in every beautiful dog way. I knelt right down there and took Jimbo's big, fine head in my arms and petted him. As I did so he licked my cheek, while Beauty gamboled around like a young lamb.

"Kind to each other? Why, if Jimbo hadn't been willing to share his meals with Beauty, what would have happened to her?"

Niobe

Niobe was a little Greek girl. She had learned English in the schools of her native land, but, because she spoke it with a slight accent, the children in American schools laughed at her.

"Don't mind them, Niobe. Just do something gentle for everyone who makes fun of you, and see how quickly the laughing will cease." It was easy for Niobe to do nice things, for she felt like doing them anyway, and her father ran the local fruit store. Apples

and pears and bunches of seedless grapes were hers for the taking, so dearly did her father love her, and so happy was he at having her with him after four years of separation.

It turned out just as the teacher said. A sneer turned into a smile when Niobe laughed and offered the one who sneered a choice golden banana; or a wild cat-call from a silly boy became an uneasy stammer when Niobe followed him a block to give him a big, rosy apple.

"Honest," said Peter, one day, "she followed me clear home and into my house to give me a big, juicy pear, after I had called her a name. She's a nice girl at that. Nicer than some I know, who are always ready to have a fight with you."

One day, however, Niobe came to her teacher in tears. "I have tried my best," she said, "to do as you told me, and I've made lots of grand friends, but now Sam and Jim and Jack are calling me names every noon, just to get something from me, and I don't know what to do."

"I do—I know what to do," said the teacher, firmly. "You run right along and play. I shall settle that sort of thing very quickly."

The next day Peter waited for Niobe at the school gate. "Teacher told me about Jim and Jack. I guess they won't bother you again. No, thanks, Niobe, I don't want your pear. Honest, I don't. Everyone is worth a square deal here in America, and all of us boys who like a square deal are going to see that you get yours."

Bimbo

Edgar lived on the shore of the Great Swamp. Of course ducks came to the swamp each spring and each fall, and from his earliest years Edgar had listened to the bang of guns, and watched the beautiful flight of the dark birds checked in mid-air with a burst of scattering feathers, as the shot struck, and had joined wildly in the search through the bullrushes for the fallen prey.

It had never seemed to Edgar that this was cruel sport, or that there was anything unmanly in lying half a day hidden in a blind to shoot down a beautiful and useful creature. In school Edgar had been taught that sneaking up on a fellow and hitting him from behind was a disgraceful deed, but he never thought of duck hunting in just that way.

One morning, however, the teacher read a beautiful poem to the children. It was called "The Waterfowl," by Bryant. Something in the poem gave Edgar a queer feeling that followed him all day.

That same evening, as Edgar strolled along the edge of the swamp, a wounded wild duck fluttered up from under a tuft of grass. Edgar easily caught it. The words of the poet came to him. "Whither, midst falling dews," and then the last noble lines:—

"There is a Power whose care
Teaches thy way along that path-
less coast.
The desert and illimitable air
Lone wandering, but not lost."

Edgar put his hand gently on the wounded creature's head, and stroked it. Slowly, as though in peace and contentment, the beautiful black eyes closed in sleep.

Three weeks later Edgar's duck was well. It stood on its toes in its wire enclosure, and flapped its broad wings, and squawked as other ducks, mere dots in the blue sky, drove swiftly into the north.

"Make a fine dinner," said his father, as the two looked at the bird. Edgar shook his head. "Nope, pop," he said firmly. "We're not going to eat Bimbo. I'm going to turn him loose."

"Just as you say, son," answered his father. "He's yours."

"And say, pop," Edgar went on, "would you mind getting me a pair of skiis instead of that repeating shot gun you promised?"

"Skiies!" said his father. "Yes," answered Edgar. "Guess I'm done shooting ducks. After you've loved one, pop, like I've come to love Bimbo, it just doesn't seem right."

Appreciation

A good-bye kiss is a little thing,
With your hand on the door to go,
But it takes the venom out of the
sting
Of a thoughtless word or a cruel
fling
That you made an hour ago.

A kiss of greeting is sweet and rare
After the toil of the day,
And it smooths the furrows ploughed
by care,
The lines on the forehead once called
fair,
In the years that have flown away.

'Tis a little thing to say: "You are
kind,
I love you, my dear," each night,
But it sends a thrill through the heart,
I find;
For love is tender, as love is blind,
As we climb life's rugged height.

We starve each other for love's caress,
We take but we do not give;
It seems so easy some soul to bless,
But we dole the love grudgingly, less
and less,
Till 'tis bitter and hard to live.

—Anonymous.

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The BOOK TABLE

DIAGNOSTIC AND REMEDIAL TEACHING IN ARITHMETIC. By Leo J. Brueckner, University of Minnesota. Cloth. 341 pages. Chicago, Philadelphia, Atlanta, San Francisco, Dallas, Toronto: John C. Winston Company.

It is high art to provide a new title to a book on arithmetic, without appearing to have the headline disease, and in this case author and publisher have attained high art in combining "Diagnostic and Remedial Teaching in Arithmetic."

The headline passion has become so diseased that it is as repellent as worm-ripened fruit, but there must be genuine freshness in any appeal for interest in anything traditional. This combination has words that are in common use, always with a forward look. No other word could be more distinctly pointing a new way than "diagnostic," which is only used when a new right way is sought. "Remedial" tells the whole story even more completely than "diagnostic," which finds out what is wrong and what needs to be done, but "remedial" tells precisely how to meet every necessity that the diagnosis revealed.

In principle and practice Professor Leo J. Brueckner vitalizes each of these designations.

Personally this book gives us joy. We have been saying in print and on the platform that there is often a mischievous if not a malicious passion for testing and measuring. There is a decided change for the better, of which this book of Professor Brueckner is a delightful example, making only those tests in which the result of the testing is a real service to civilization, and only measuring results that are worth measuring.

From every angle "Diagnostic and Remedial Teaching in Arithmetic" is a vital scientific diagnosis of a school situation that has needed attention, and presents direct, simple, sane remedies for practices that need remedying.

LETTERS OF JAMES WHITCOMB RILEY. Edited by William Lyon Phelps. Illustrated. Cloth. 349 pages (6 by 10). Indianapolis: Bobbs-Merrill Company.

This book has a literary interest that no book of the year has had. It is a better autobiography of Riley than has been, or is likely to be, written. It has a flavor that can never be put into an autobiography that the writer knows is to be admiringly read.

We know of no other man of letters who was so saturated with a love of poetry and poets as was James Whitcomb Riley.

His letters have no other interest than that of the poet, and of the human subject of poetry.

There is no one today who has the same fascination for as wide a range of lovers of literature as has William Lyon Phelps, who focuses his thought on his subject and audience with as much skill and art as does he.

Comments by William Lyon Phelps are of the utmost importance. Nothing in the book has more significance than that Mr. Phelps knew Riley intimately for twenty years, when Riley was at his best in every way. Nothing can mean as much to our readers as comments by Mr. Phelps. "His poems about children will remain for generations, because they have in them the principle of life." "Riley was an untamed Hoosier, a Hoosier who escaped, and was never captured, never enslaved. . . . He lived among Hoosiers familiarly to the end, and until the end was their interpreter."

"He cared only for poetry; never talked of anything else. He never voted but once." "His clothes were immaculate, his handwriting a work of art." "There was no taint of vulgarity in the man; his profanity was lyrical. He had a genius for friendship." "He wrote better poems about children than any other contemporary American. His letters to children have a flavor all their own."

"It was characteristic of his affectionate disposition to praise minor poets, whom he knew personally, more than their works justified." "He had little sympathy with the gloomy writers, and none at all with the cynical." "He always wrote his full name. In this he was highly sensitive."

"I never knew any one more sure of the future life, which gave his letters of sympathy a refreshing tone of authority." "These letters have the peculiar flavor of his personality; they reveal his inmost nature in an incomparable manner."

BLACKY DAW. The Story of a Pet Crow. By Adelaide Palmer, with twenty full-page illustrations by Dorothy Saunders. Cloth. Chicago: Beckley-Cardy Company.

An ingenious, charming personification of the characteristics and activities of a pet crow, telling how human nature might appear to wild animal nature domesticated.

We have never known a school book to present the instinct of wild life so clearly, and at the same time present so vividly its inability to live its own instinctive life with civilized life, even when those who have domesticated the wild life are genuinely interested in the new family pet.

There is an important lesson in every page of this attractive book. It is a delightful supplementary school reader, and it is much more. It is a revelation of the wide gulf between the freedom which wild life enjoys and the responsibility for living satisfactorily under the restrictions of community life.

OVERLAND IN A COVERED WAGON. An Autobiography. By Joaquin Miller. Edited by Sidney G. Firman. Illustrated by Esther M. Mattson. New York: D. Appleton Company.

Of all the books that have been written, or that will be written, about the "Covered Wagon" days, nothing has rivaled or will ever rival in literary interest "Overland in a Covered Wagon," by Joaquin Miller. It is a notable literary production by one of the really famous writers of American literature, a man with a rare personality.

He was literally born in a traditional "Covered Wagon" en route to the West, and he knew that life for twenty years as no one else ever knew it, to write about it. This famous book is the classic of the desert trail, and one of the classics of early life on the Pacific coast.

HEALTH AND HAPPINESS. By Jesse Feiring Williams, M. D., Teachers College, Columbia University, and Theresa Donsdill, A. M., North Carolina Tuberculosis Association. Cloth. Illustrated. Chicago: Benjamin H. Sanborn and Company.

This latest health primer has caught the spirit of modern education most effectively. It attaches health habits to personal and social happiness, which is as significant a phase of the school life of the primary grades as anyone has utilized, even in these days of ingenious art in school-book making.

"Wholesome Living Series" is another captivating feature of these enterprising Chicago publishers, who have the spirit of Cook County under Edward J. Tobin, and Chicago under William J. Bogan.

EDUCATION IN ACTION

Jurors Blame Schools for Juvenile Crimes

Retiring Westchester, N. Y., Grand Jury Says Schools Fail to Give Proper Mental Training. Educators Deny System at Fault

Seeing lack of malice or criminal intent in the large proportion of juvenile offenders brought before them, the members of the October grand jury have handed up a presentment to Supreme Court Justice Graham Witschief, in White Plains, N. Y., in which they held the educational system of the United States to be responsible for the prevalency of crime in this country.

"The schools pay little or no attention to 'how to live or how to govern,'" the presentment said. "They afford only weak and inadequate instruction in the American principles of government, and no practical instruction of philosophy of living or in morality; so that the pupils are not made conscious of their relation to society, the rights of others, respect of law and order, or respect for the properly constituted authorities.

"The increase in crime in this country, making it 'the most criminal of all civilized nations,' cannot be attributed to new world conditions," the presentment said, "because Canada, another new world nation, is notably a law-abiding country, and it cannot be attributed to poverty, because there is much less crime in the older nations of Europe where poverty is more prevalent."

School authorities in White Plains denounced the presentment as "unfair," and pointed to the churches, courts, and especially to the home as the proper mediums for teaching children religion and moral philosophy.

John W. Lumbard, superintendent of schools, said children were only in the schools five hours a day for 180 days a year. During that brief period, he added, the schools do what they can to discipline the children, teach them American principles and the difference between right and wrong—things which the grand jury said were neglected by the schools.

"The home and the church are passing these things on to the school," he asserted. "For the schools to take over this job completely would mean departing from the established American custom of making the home the most important unit of society. If society wants to develop in the school a completely parental institution, that is another matter. If it wants us to do the things that the home is supposed to do, it must give us more time with the child. We are doing the best we can with the limited time at our disposal."

Decries Distractions In Colleges Today

Charles Evans Hughes, chief justice of the United States, complaining of the many activities of the present day in the American college, which prevent a student from mental concentration, expressed considerable concern recently over the difficulty of achieving a liberal education in this country. During his discussion of this subject on the occasion of the 100th anniversary of the founding of the Brown University Chapter of the Phi Beta Kappa fraternity, the chief justice gave a definition of what he considers a liberal education. "Nothing is more regrettable in the college life of today," said Mr. Hughes, "than the dissipation of energy in multiplying activities, pressed inordinately upon the more talented students who show capacity for leadership, in many college enterprises which have an irresistible appeal, but stand in the way of the concentration and reflection necessary to mental discipline." To attain to that "mastery which marks a liberal education and to the cultivation of the discriminating judgment," the chief justice declared the following were necessary: "A reasonable degree of self-knowledge, as well as knowledge of others, a becoming self-restraint, and an attitude of decent respect for the opinions of others as well as for one's own." At all stages of the pursuit of a liberal education, and especially at the beginning, Mr. Hughes said, "the indispensable conditions of attainment are wide reading, close attention to the views of leaders of thought, competent discussion, communion with well furnished minds and abundant reflection."

Teacher Pens Own Epitaph

Phineas Butler Tomson, of Ravenna, O., who is nearly eighty-two, has seen the public school system grow from the "little red schoolhouse" to the imposing, handsome buildings of today, and wants to die with his memories of the thousands of pupils he has guided in more than fifty years as a teacher. In a little hillside cemetery near Ravenna he has erected a marble slab on the plot where he wants to be buried. On the monument is the legend: "School is out. Teacher has gone home." The cemetery looks down on "The Old Academy" in which Tomson once taught, and not far from the site of the one-room school he attended as a boy. Tomson began teaching in 1886, and served both in town and country during his career as teacher. But he prefers the rural school, he says. He has kept a record of his pupils, and greatly enjoys spending an evening perusing the long list of names. The mails frequently bring letters from boys and girls, now men and women, who remember the "jolly old pedagog."

Gland Cure Ordered For School's Bad Boy

The Board of Education of Edgewater, N. J., by resolution, authorized its school physician, Dr. James Buckley, to proceed with full power and authority, but without liability to the board, in an effort to make normal a twelve-year-old boy, by means of treatment of the pituitary gland. The boy, Harold Arnold, who lives with his parents on a houseboat off Edgewater, has at various times threatened his teacher with violence, rubbed poison ivy on the faces of other children, and threatened his schoolmates with a large jack-knife, according to reports made to the school board by teachers and pupils alike. In an effort to provide special disciplinary treatment for the boy, teachers took him to a psychologist, but the results were not satisfactory. The resolution of the school board was the result of repeated requests by Dr. Buckley, who has obtained the permission of the boy's parents. The board, furthermore, will pay for the treatment, which is to extend over a period of six months. The parents told Dr. Buckley they were too poor to pay for the treatments, the doctor informed the board.

College Classes Still Decreasing

The startling decline noted in attendance at American colleges during the last two years has proved to be not merely temporary, Dr. Adams Leroy Jones, director of admissions at Columbia University, said recently. Among

216 colleges on the approved list of the Association of American Universities, more than half showed a decrease in the number of students in 1928 and 1929. The general growth in attendance was only two per cent. in 1928, a marked contrast to the sudden expansion of colleges after the World War, and this small gain was cut to one and one-half per cent. in 1929. Dr. Jones, who is chairman of the association's committee on classification of colleges, predicted that the decline will continue.

Married Teacher Loses Position

Four of the five members of the Lawrence (Mass.) school committee favored the immediate resignation of Irene McMahon, a teacher in the sewing division, who, during summer vacation, married William J. O'Brien, teacher of physical education. It is an unwritten law in Lawrence that when a woman teacher marries she resigns. Instead of doing so Miss McMahon returned to work. Daniel Sullivan, one of the committee, introduced a ruling that when a teacher marries she must resign, and if she failed to do so then her position should be declared vacant. Three members of the committee were in accord with Sullivan, and at a special meeting declared Miss McMahon's position vacant. However, she continued at her work.

Students Not Radical Asserts Jersey Dean

The average college undergraduate is not the quickly stirred and impatient seeker after change that the campus radical would have one believe, is the opinion of Miss Leah Boddie, dean of women of the New Jersey College for Women. Dean Boddie finds most students "sane, thoughtful and constructive." She declares that demands for rights and privileges, development of social consciousness, and sense of social obligations vary as much and represent as many stages of development as is found in any other large group of varied personalities, but not more.

Sight Saving Classes Urged

Among the 27,000,000 children estimated as starting the new term in the country's public schools this fall, tens of thousands have such poor eyesight that even with properly fitted glasses they cannot hope to see well enough to go through school in the usual way, according to the American Child Health Association. The agitation for the more than 4,000 special sight-saving classes that will be needed if such children are to be trained to take their places happily and effectively in the community is to be made one of the concerns of the White House Conference on Child Health and Protection when it meets in Washington in November. There are at present less than one-tenth of the necessary classes, and more than two-thirds of the states have no provision for such work.

Urge Direct Subsidies to Athletes

Direct payments to student athletes as a solution for present chaotic conditions in the world of intercollegiate sports is advocated by the editors of several college papers reporting to the National Student Federation. "Nearly every institution of learning financially reimburses the editor of the paper, year book and humor magazines; why should this practice be frowned upon in the case of athletes?" asks The Daily Bruin of Los Angeles, in an editorial headed "Let's Subsidize." "Honesty is more important than amateur standing," it argues, admitting that the university now indirectly remunerates athletes, and that winning teams are already built upon efficient booking offices. Another editor suggests that uniformity in payment of athletes would do away with the special advantages gained by large schools with well-supplied sinking funds.

College Opening Delayed in Cuba

Classes scheduled to begin on October 1 at the National University in Havana, Cuba, will be postponed until November 10, because of fear on the part of the government that the students might participate in political upheavals which are considered likely to occur before the coming elections of Representatives and Senators. El Pais, a Spanish-language newspaper, says President Machado will sign a decree approving the measure taken by Dr. Inclan, dean of the university.

States Desire Illiteracy Data

Vermont, Virginia and Illinois were the first states to respond to the request of Ray Lyman Wilbur, Secretary of the Interior, to call a meeting of their state advisory committees on illiteracy to organize for securing the names and addresses of illiterates through special authorization by Congress. Secretary Wilbur, chairman of the National Advisory Committee on Illiteracy, issued this request to the various chairmen of state advisory committees on illiteracy after the opinion was handed down by Attorney General Mitchell that the names and addresses of illiterates could not be divulged because of a section in the new census law. Secretary Wilbur proposed that a resolution should be offered in the first days of the next session of Congress, authorizing the Director of the Census to supply state school officials confidentially with the names and locations of illiterates. He pointed out that it was essential to have this information in order that states might educate their citizens.

Pupils Study Four Languages

As an offset to the new state textbooks which are being introduced into Italy by the Fascists to make young Italians militantly nationalistic from their primer days, comes the news of

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an experiment in international education for children, beginning its third year in Spain. There, in the Spanish International School at Madrid, under the Association for Plurilingual Education, children almost from the cradle to college attend six hours of classes and games daily in four languages—Spanish, English, French and German. Thus, presumably, they will think, speak and act internationally from the age of three. Moreover, in the true international temper, the school asks criticisms and suggestions from educators in all parts of the world. Professor Pedro Salinas, of the University of Seville, is chairman of the executive committee.

Measuring Development Of Student Personality

It takes courage and a readiness to receive a swift right to the ego to enroll in some college courses nowadays. Having undertaken the job of developing personality, the college is anticipating the activities of the recording angel in seeing to it that the student shall at least face reality as to his own traits. One New York University course this year goes to the length of taking motion pictures of each student, to reveal his postural, sartorial and social sins. A still more rigorous test is enforced in the division of home economics at the Kansas State Agricultural College. There all freshman students are required to have themselves rated by five friends in fifteen personality traits, ranging from honestry and initiative to personal charm. These charts are then compared with the student's self-rating, and certain traits selected for improvement. Once a month each student will meet with her adviser to discuss these personal problems, and at the end of the semester she will be rated again by herself, her instructor, and three college friends, to determine whether improvement has been made. A similar third degree was part of a course for teachers at the University of Arizona last summer.

Questionnaire Used in English School Test

Educators in Folkestone, England, are studying a new scientific method of testing the mental ability of children, which, if successful, may eliminate examinations. Children who volunteered for the test at a summer school were asked, among other questions, if they recognized the absurdity of these statements: "I have three brothers, Jack, Tom and myself." "I am writing a letter with a sword in one hand and a pistol in the other." "I'm not so young as I was as I used to be able to walk right around the square, but now I can only walk half way around and then come back." The answers the child of ten gives to these statements provided an accurate check on his mentality, the educators claimed. Psychologists who supervised the first tests, when asked for a test for the adult, supplied this one: "A mother sent her boy to the river to fetch seven pints of water, giving him a three-pint and a five-pint measure to carry it in. How could the boy measure exactly seven pints of water without guessing at the amount? Begin by filling the five-pint measure." The learned men agree if you can solve this, you may claim to be a "superior adult."

Foreign Girls View College Life Here

Among the graduate students at Wellesley College this year are Miss Emmy Gottschalk, of Germany, and Miss Anne de Papp, of Hungary. Asked for her opinion of American college girls and their work, Miss Gottschalk said that she thought the American girl must work harder for each class period than the average German student does, but that the latter must do more intensive studying for the final examination, which is very difficult. Contrary to the opinion current in Germany that the American girl's manner of living is free, Miss Gottschalk thinks the American college girl is allowed far less liberty than the German girl at a university. Miss de Papp's opinion of the American girl is much the same as that of Miss Gottschalk. Miss de Papp feels, however, that the American college girl has a less difficult time than the Hungarian student, because the former is free to receive assistance from the instructor at any time. In Hungary the courses at the university are all lectures.

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GRINS BETWEEN GRINDS

Knew the Boy

"Give me a supply of blank checks," said the dad.

"So your son has gone back to college, eh?" grinned the bank clerk.—American Mutual.

Reason Enough

"Elmer," said a father to his small but strenuous son, "why are you so noisy?"

"I guess it's because I'm me," replied the little fellow.—Brooklyn Standard Union.

Precocious Child

"Now, look here, Dorothy," said her father sternly, "your mother tells me you've been naughty all day long. The next time you throw mud at your sister's clean dress you'll go to bed without your supper."

"The next time I throw mud at Doris," said the child, "I'll wait till after supper."—Montreal Star.

Clemency Recommended

A Jew and an Englishman were having an argument about the ways of their respective races.

"You people," said the Jew, "have been taking things from us all your lives. The Ten Commandments, for instance."

"Well, yes," said the other, "we took them from you all right, but you can't say we've kept them."—Punch.

Pussy's Concert

"The cat was making an awful noise last night."

"Yes, ever since she ate the canary she thinks she can sing."

No Smoking

John Philip Sousa said on his return from Europe:—

"Europe in the past could give us lessons in politeness. She can't do it any more.

"A party of Americans got out of their autobus at a European museum, but the guide at the entrance said to them:—

"'You can't go in yet. You'll have to wait ten minutes or so. Smoking ain't allowed.'

"'We're not smoking,' said one of the Americans.

"'No, but I am,' said the guide."

Solid

It was the day after the family picnic, with its usual tempting array of viands, and father was not feeling too well.

"I know I shouldn't have eaten that potato salad," he regretted. "It feels just like a rock in my stomach."

"No, daddy," spoke up little Jean. "I don't think it was the potato salad. It must have been the brick ice cream."—Indianapolis News.

Hem

"I know a good joke about a skirt, but I can't tell it."

"Why?"

"It's too long."

Deceitful Appearances

"Anyone could tell by looking at you that your parents came from Ireland."

"My parents did not come from Ireland," said Pat.

"Come on, don't try to fool me; your face shows your parents came from Ireland."

"They did not," said Pat. "They are in Ireland yet."—Vancouver Province.

Wonders

"The people of your neighborhood must be marvels of self-control," remarked Jones's guest.

"Why do you think so?" asked Jones.

"Well," replied the guest, "that saxophone player two doors down is still alive, I notice."—Kennebec Journal.

Some Guaranty Wanted

He—"Miss Bruno, will you travel through life with me?"

She—"Yes, I will, provided you have sufficient to cover the traveling expenses."—Lewiston Journal.

Meetings To Be Held

NOVEMBER

19-20: Illinois City Superintendents' Association, C. Bruner, Kewanee, Illinois: Urbana, Illinois.

20-22: Illinois High School Conference, Arthur W. Clevenger, 109 Administration Building, Eastern University of Illinois, Urbana, Illinois: Urbana, Illinois.

23-26: South Dakota Education Association, N. E. Steele, Room 2, Perry Block, Sioux Falls, South Dakota: Sioux Falls, South Dakota.

24-25: New York State Teachers' Association, D. A. Searing, 617 North Goodman, Rochester, New York: Syracuse, New York.

25-26: Association of Public School Trustees of Virginia, F. Diehl, Farmville, Virginia. Richmond, Virginia.

27-29: Association of Teachers of Mathematics in Middle States and Maryland, Norma Sleight, Shippen School, Lancaster, Pennsylvania.

27-29: National Council of Teacher, of English, W. W. Hatfield, 6705 Yale Avenue, Chicago, Illinois.

27-29: Texas State Teachers' Association, R. T. Ellis, 708 N. P. Anderson Building, Fort Worth, Texas.

28-30: Association of Colleges and Secondary Schools of the Middle States and Maryland, G. W. McClelland, University of Philadelphia, Philadelphia, Pennsylvania.

28-29: Central Association of Science and Mathematics Teachers, W. F. Roecker, 1439 Fourteenth Street, Milwaukee, Wisconsin: Milwaukee, Wisconsin.

28-29: Interfraternity Conference, A. E. Duerr, 149 Broadway, New York City: New York City, N. Y.

28-29: California Kindergarten Primary Association, Florence Winter, City Hall, San Francisco, California.

28-30: Southern Commercial Teachers' Association, Margaret B. Miller, Wheeler Business College, Birmingham, Alabama: Birmingham, Alabama.

28-29: Idaho Department of Superintendence, T. H. Hardy, Ashton, Idaho: Boise, Idaho.

28-30: Idaho Education Association, John I. Hillman, 331 Sonna Building, Boise, Idaho: Boise, Idaho.

28: Texas State Teachers' Association (Colored) John W. Rice, Odd Fellows' Building, Houston, Texas: San Antonio, Texas.

28: Virginia English Teachers' Association, E. Wiggins, 8 Vista Avenue, Lynchburg, Virginia: Richmond, Virginia.

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29: Association of Modern Language Teachers of the Middle States and Maryland, M. I. Protzman, George Washington University, Washington, D. C., Atlantic City, New Jersey.

29: College Conference on English in the Central Atlantic States, K. J. Holtzknecht. Washington Square College, New York City: Atlantic City, New Jersey.

DECEMBER

1-5: Association of Colleges and Secondary Schools of the Southern States, G. E. Snavely, Birmingham-Southern College, Birmingham, Alabama: Atlanta, Georgia.

1-3: Southern Commission on Higher Institutions, T. H. Jack, Emory University, Georgia: Atlanta, Georgia.

4-6. New York State Association of District Superintendents, L. J. Howlett, Morrisville, New York.

6: Association of Teachers of Mathematics in New England, H. D. Gaylord, 20 Garden Street, Cambridge, Massachusetts: Boston, Massachusetts.

10-13: American Vocational Association, Z. M. Smith, State House, Indianapolis, Indiana: Milwaukee, Wisconsin.

20-30: American Student Health Association, D. F. Smiley, Cornell University, Ithaca, New York: New York City, N. Y.

26-27: American Association of Teachers of Spanish, at Boston, Mass. (William M. Barlow, Curtis High School, New York City, Secretary.)

29-30-31: Modern Language Association of America, at Washington, D. C. (Carlton Brown, New York University, New York City, secretary).

29-January 3, 1931: American Association for the Advancement of Science, Secretary B. E. Livingston, Smithsonian Institute, Washington, D. C.: Cleveland, Ohio.

29-31: American Historical Association, Dexter Perkins, 40 B St. S. W. Washington, D. C.: Boston, Massachusetts.

29-31: American Philological Association, J. W. Hewitt, Wesleyan University, Middletown, Connecticut: Iowa City, Iowa.

29-31: American Psychological Association, C. C. Brigham, Princeton, New Jersey: Iowa City, Iowa.

29-31: American Society for the Study of Disorders of Speech, S. M. Stinchfield, Mt. Holyoke College, South Hadley, Massachusetts: Chicago, Illinois.

29-31: Classical Association of the Pacific States, W. Bailey, 1426 Warren Avenue, Seattle, Washington: Portland, Oregon.

29-31: Botanical Society of America, A. J. Eames, Cornell University, Ithaca, New York; Cleveland, Ohio.

29-31: Illinois State Teachers' Association, R. C. Moore, Carlinville, Illinois: Springfield, Illinois.

29-31: New York Association Academic Principals, L. H. Strough, High School, Niagara Falls, New York: Syracuse, New York.

29-31: Modern Language Association of America, Carleton Brown, New York University, New York City: Washington, D. C.

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